This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers. **These Graphic Organizers are in draft form and are undergoing review for feedback.**

Graphic Organizers SAMPLES

What is the purpose of this tool?
These visual representations assist the student in organizing abstract "big picture" information that is new, overwhelming or misunderstood. Research supports the utilization of graphic organizers as a contributing factor in improving student performance. The examples are to model varied organizers and their use in provoking student engagement, organization, and understanding, thus equipping the teacher with the knowledge to develop and use such tools effectively with the new standards. By providing these examples, DPI is creating a foundation for teachers to shift the focus from merely classroom instruction, but also on student learning.

What is in the tool? The instructional tool uses straightforward (clear) models/examples that can be used in the classroom in alignment with the new standards. The tool speaks directly to teachers and holds high expectations for teachers' ability to understand the use of the tool as a mechanism for differentiating instruction.

 How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Where are the new Common Core State and North Carolina Essential Standards?
All standards are located at http://www.ncpublicschools.org/acre/standards/

This document contains three broad categories of graphic organizers that may be used by students to help them organize and analyze social studies content. The main purpose of these graphic organizers is to provide visual structures to facilitate student learning. The graphic organizers presented here are done so in the context of sample units so that teachers may see how these graphic organizers may be used in instructional planning. Graphic organizers are presented by grade span.

Table of Contents:

GRAPHIC I   GRAPHIC ORGANIZER FOR INFORMATION GATHERING

Purpose: To help students organize basic Information gathered to support the study of complex issues, particular time periods, artifacts, topics, events, etc.

Sample#1: **PERSIA**

The new Essential Standards for Social Studies requires that educators take an integrated approach to instruction. This means that teachers must consciously plan to help students make connections in their learning using the five conceptual strands of social studies: History, Geography and Environmental Literacy, Civics and Government, Economics and Personal Financial Literacy, and Culture. One way for students to organize the information they collect is by using the **PERSIA** graphic organizer. Once the information is gathered, students may begin to analyze the information further.

The **PERSIA** graphic organizer is divided into six broad categories and over-arching questions. The categories could be changed to reflect the information the student needs to collect.

The categories are as follows:
- ≈ **Political**: Who is in charge?
- ≈ **Economic**: How do we make a living?
- ≈ **Religion**: What do we believe?
- ≈ **Social**: How do we relate to one another?
- ≈ **Intellectual / Arts**: How do we learn? How do we express ourselves?
- ≈ **Area / Geographic Connections**: How does where we live impact how we live?

See examples on pages 3 and 4. Teachers may also elect to change "influences" to "factors", "motivation", etc. Once students have gathered the necessary information, students will use the information to answer guiding question, complete projects, write essays and reports, or other learning experiences.

SAMPLE GRAPHIC ORGANIZER #1 FOR INFOMRATION GATHERING

Intellectual Influences – The Arts

Religious Influences

Area – Geographic Influences

PERSIA
Include Place, Event, Region, Topic, etc.

Political Influences

Social Influences

Economic Influences
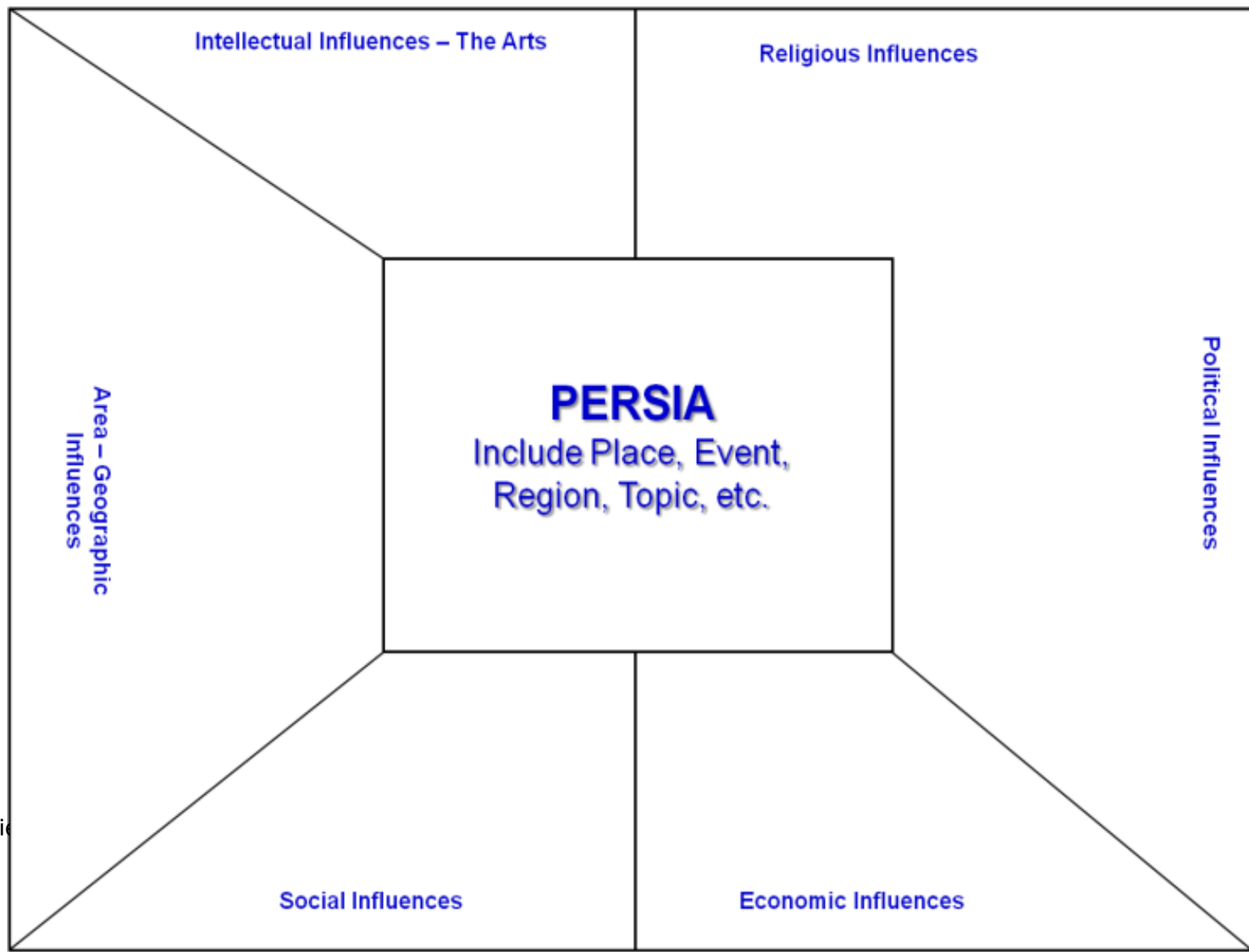
SAMPLE GRAPHIC ORGANIZER #1 FOR INFOMRATION GATHERING

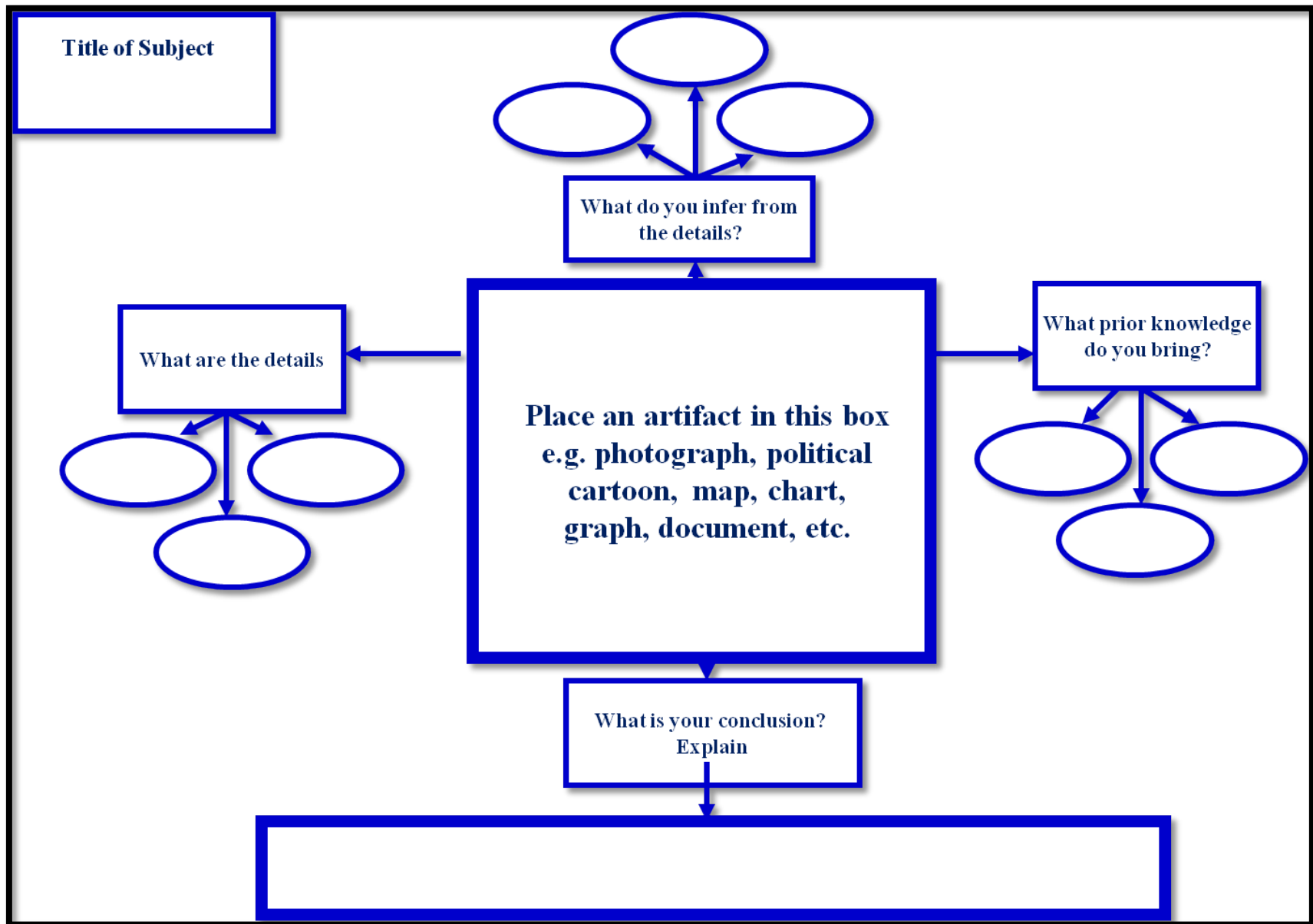| Political Influences	Economic Influences	Religious Influences
Governmental Structure, War, Treaties, Courts/Laws, Leaders, Popular Participation, Loyalty to Leader	State Control of Trade/Industry, Agriculture, Industry, Labor Systems, Levels of Technology, Levels of International Trade, Gender, Slavery, Money System	Importance on Societal Interaction, Holy Books, Beliefs/Teachings, Conversion, Role of Missionaries, Sin/Salvation, Deities
Social Influences	Intellectual Influences	Area/Geographic Influences
Family Order, Patriarchal, Matriarchal, Gender Relations, Role of Women and Children, Social Classes, Slavery, Entertainment, Lifestyles	Art, Music, Writing, Literature, Philosophy, Math, Science, Education, Innovation, Technology	Location, Physical Geography, Human Geography, Movement, Spatial Diffusion, Urbanization, Globalization, Human/Environment Interaction

GRAPHIC II   GRAPHIC ORGANIZER FOR ARTIFACT ANALYSIS

Purpose: To assist students with analyze artifacts i.e. documents, photographs, artwork, music, political cartoons, graphs, charts, etc. in order to understand complex issues, particular time periods, topics, events, etc. and to distinguish among multiple causation and perspectives

Sample #1: The **APPARTS**, graphic organizer helps students identify critical information they will need in order to analyze artifacts and documents. See example below.

APPARTS	
Author	Who created the source? What do you know about the author? What is the author's point of view?
Place and Time	Where and when was the source produced? How might this affect the meaning of the source?
Prior Knowledge	Beyond information about the author and the context of its created, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?
Audience	For whom was the source created and how might this affect the reliability of the source?
Reason	Why was this source produced at the time it was produced?
The Main Idea	What point is the source trying to convey?
Significance	Why is this source important? What inferences can you draw from this document? As yourself, "So what?" in relation to the question asked.

Sample #2: This graphic organizer identifies critical questions students will have to answer in order to fully analyze an artifact. Questions may be changed based on the type of analysis for which you want students to engage.

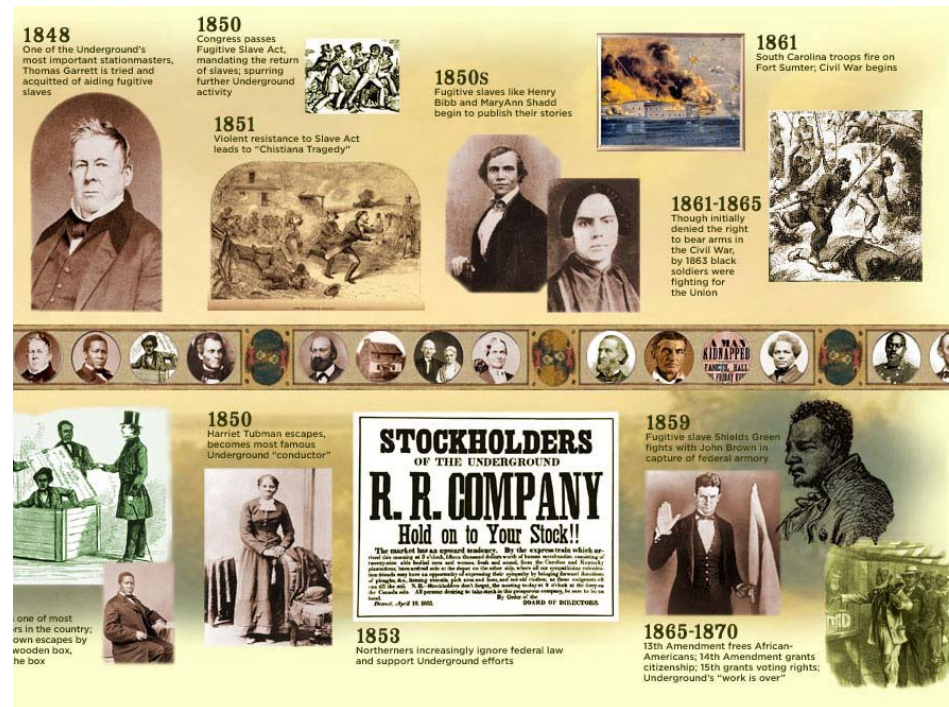**Title of Subject**

What do you infer from the details?

What are the details

Place an artifact in this box e.g. photograph, political cartoon, map, chart, graph, document, etc.

What prior knowledge do you bring?

What is your conclusion? Explain

Purpose: To help students understand sequence of events in order to put historical events in perspective across time and across topics.

As students try to make sense of events in historical perspective, timelines provide efficient graphic organizers because they are able to organize significant events according to a day, year, century, etc. Timelines may be displayed in a variety of ways from interactive computer programs to simple visual depictions on paper. They may also be organized either vertically or horizontally.
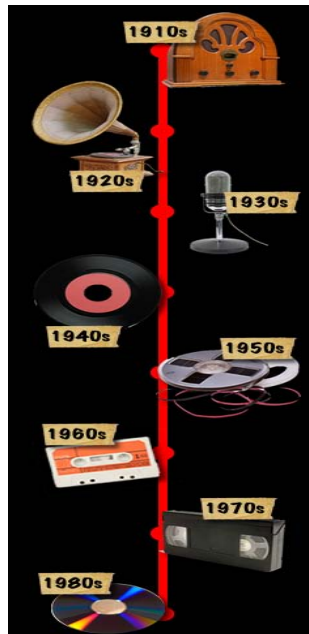
References:

- Massachusetts Studies Project: Teaching Tools for Local History: http://www.msp.umb.edu/LocHistoryTemplates/MSPTimelines.html
- Interactive Timeline: http://www.readwritethink.org/files/resources/interactives/timeline/
- Timeline: The Story of the Underground Railroad: http://www.fergusbordewich.com/FBtimelinepage.shtml
- Timelines and Parallel Timelines: http://www.expertlearners.com/timeline.php
- Lesson from the Past: Finding a voice for the C20th History (vertical timeline image): http://lessonsfromthepast.co.uk/ks1.html

ELEMENTARY SOCIAL STUDIES

Grade Level/Subject: 5th Grade Social Studies
Unit Topic: Early Settlement of American Colonies
Essential Standards: See chart below

Strand	History	Geography & Environmental Literacy	Economics & Financial Literacy	Civics and Government	Culture
Clarifying Objective	5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.	5.G.1.1 Explain the impact of the physical environment on early settlement in the New World	5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.	5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).	5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.

Generalizations/Essential Understandings:
   By the end of this unit, students will understand that:
   1. The physical environment of a place may help people meet their basic needs.
   2. The physical environment may determine a group's ability to survive in a foreign place.
   3. People may cause harm to the physical and human environment of a place.

Here is an example of how the PERSIA graphic organizer may be used in a unit of instruction.

Learning Experience:

As a part of their study of early settlement of the American colonies, students will gather information related to a specific colonial experience and use the information collected to dig deeper into this time period. One lesson will focus on the settlement of Jamestown in 1607. In order to make

sense of all the information they may read about the Jamestown colony, the PERSIA graphic organizer can help them organize this information and direct their thoughts and ideas to the information pertinent to the objectives outlined in the lesson.

In pairs or groups of three to four, students will focus on the political, economic, religious, social, intellectual, and area/geographic influences that contributed to the settlement of the Jamestown colony by completing the PERSIA graphic organizer. Once the groups have completed the graphic organizer, they will post their graphics on the wall and participate in a gallery walk to answer the guiding questions. Students should make note of any information that they did not include in their group's graphic organizer. When students have completed their gallery walk, they will spend time discussing their findings.
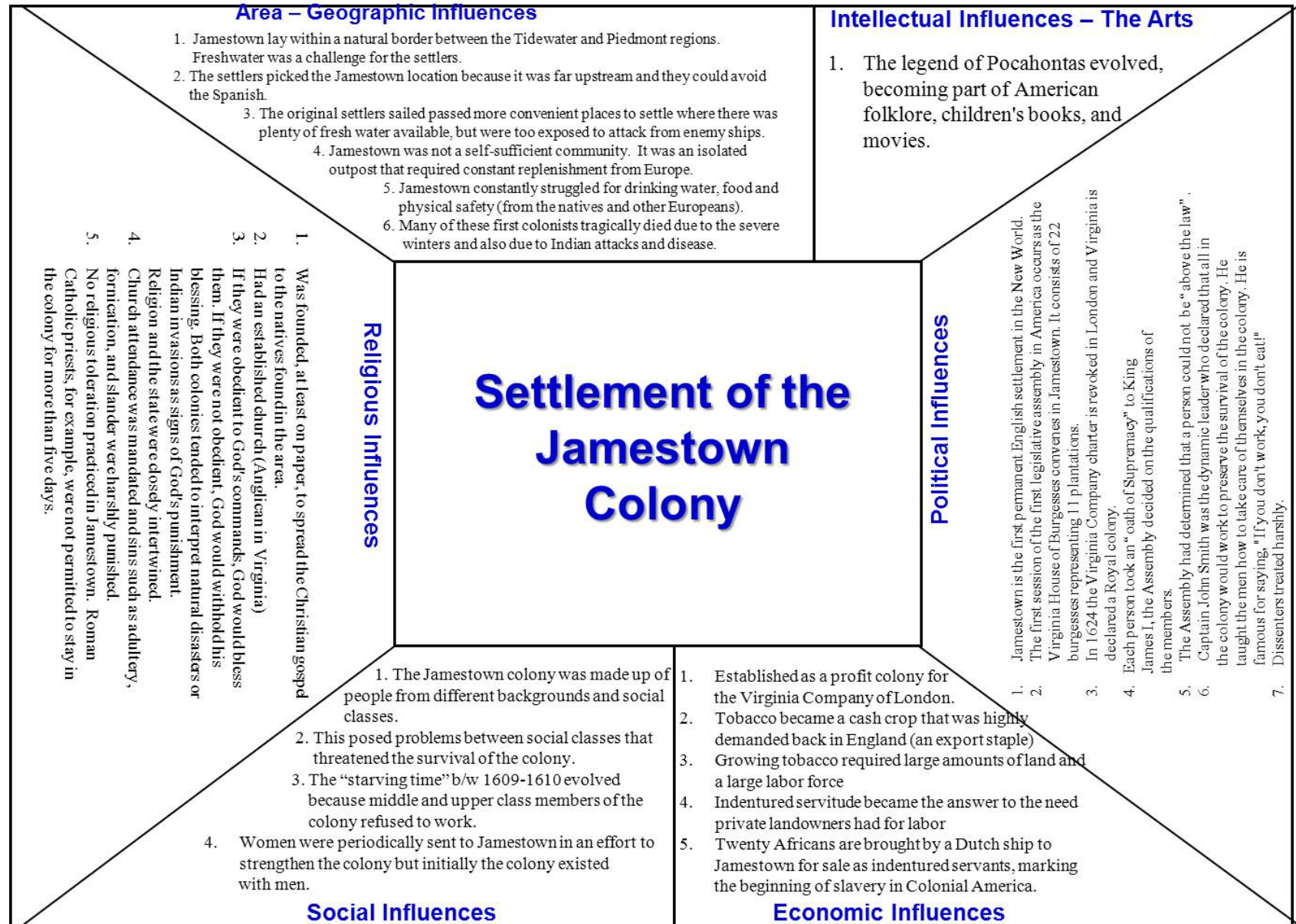
Possible Guiding Questions for Analysis:
1. Why did the English settlers in Jamestown create a successful colony along the James River rather than abandoned it in failure and what adaptations did the settlers have to make in order to succeed?
2. How did the physical geography of the area affect the settlement of Jamestown?
3. How did the settlers change the physical geography?
4. How did the original culture of the Englishmen who first arrived along the James River affect the settlement of Jamestown?
5. What economic benefits could an investor back in England hope to acquire from the settlement of Jamestown?
6. Combining what you have studied with the brief descriptions provided in the PERSIA graphic share your opinion on whether or not Jamestown experienced political successes and why or why not.

Resources: Colonial America background information:
- Colonists Arrive at Jamestown
  http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/jamestown.htm
- Jamestown – Why There?: http://www.virginiaplaces.org/vacities/7jamestown.html
- Jamestown Settlement & Yorktown Victory Center: http://www.historyisfun.org/Life-at-Jamestown-Lesson-Plans.htm
- Life at Jamestown: http://www.historyisfun.org/pdf/Life-at-Jamestown-Lesson-Plans/LifeatJamestown.pdf
- Tobacco and Labor: http://www.historyisfun.org/pdf/Economics-of-Tobacco/Tobacco_and_Labor.pdf
- Colonial Life in Virginia: http://www.geocities.com/Heartland/Acres/7647/colonial.htm

Sample Completed PERSIA Graphic Organizer

Area – Geographic Influences

1. Jamestown lay within a natural border between the Tidewater and Piedmont regions. Freshwater was a challenge for the settlers.
2. The settlers picked the Jamestown location because it was far upstream and they could avoid the Spanish.
3. The original settlers sailed passed more convenient places to settle where there was plenty of fresh water available, but were too exposed to attack from enemy ships.
4. Jamestown was not a self-sufficient community. It was an isolated outpost that required constant replenishment from Europe.
5. Jamestown constantly struggled for drinking water, food and physical safety (from the natives and other Europeans).
6. Many of these first colonists tragically died due to the severe winters and also due to Indian attacks and disease.

Intellectual Influences – The Arts

1. The legend of Pocahontas evolved, becoming part of American folklore, children's books, and movies.

Settlement of the Jamestown Colony

Religious Influences

1. Was founded, at least on paper, to spread the Christian gospel to the natives found in the area.
2. Had an established church (Anglican in Virginia)
3. If they were obedient to God's commands, God would bless them. If they were not obedient, God would withhold his blessing. Both colonies tended to interpret natural disasters or Indian invasions as signs of God's punishment.
4. Church attendance was mandated and sins such as adultery, fornication, and slander were harshly punished.
5. No religious toleration practiced in Jamestown. Roman Catholic priests, for example, were not permitted to stay in the colony for more than five days.

Political Influences

1. Jamestown is the first permanent English settlement in the New World.
2. The first session of the first legislative assembly in America occurs as the Virginia House of Burgesses convenes in Jamestown. It consists of 22 burgesses representing 11 plantations.
3. In 1624 the Virginia Company charter is revoked in London and Virginia is declared a Royal colony.
4. Each person took an "oath of Supremacy" to King James I, the Assembly decided on the qualifications of the members.
5. The Assembly had determined that a person could not be "above the law".
6. Captain John Smith was the dynamic leader who declared that all in the colony would work to preserve the survival of the colony. He taught the men how to take care of themselves in the colony. He is famous for saying, "If you don't work, you don't eat!"
7. Dissenters treated harshly.

Social Influences

1. The Jamestown colony was made up of people from different backgrounds and social classes.
2. This posed problems between social classes that threatened the survival of the colony.
3. The "starving time" b/w 1609-1610 evolved because middle and upper class members of the colony refused to work.
4. Women were periodically sent to Jamestown in an effort to strengthen the colony but initially the colony existed with men.

Economic Influences

1. Established as a profit colony for the Virginia Company of London.
2. Tobacco became a cash crop that was highly demanded back in England (an export staple)
3. Growing tobacco required large amounts of land and a large labor force
4. Indentured servitude became the answer to the need private landowners had for labor
5. Twenty Africans are brought by a Dutch ship to Jamestown for sale as indentured servants, marking the beginning of slavery in Colonial America.

PERSIA: Settlement of The Jamestown Colony

Political Influences	Economic Influences	Religious Influences
1. Jamestown is the first permanent English settlement in the New World. 2. The first session of the first legislative assembly in America occurs as the Virginia House of Burgesses convenes in Jamestown. It consists of 22 burgesses representing 11 plantations. 3. In 1624 the Virginia Company charter is revoked in London and Virginia is declared a Royal colony. 4. Each person took an "oath of Supremacy" to King James I, the Assembly decided on the qualifications of the members. 5. The Assembly had determined that a person could not be "above the law". 6. Captain John Smith was the dynamic leader who declared that all in the colony would work to preserve the survival of the colony. He taught the men how to take care of themselves in the colony. He is famous for saying, "If you don't work, you don't eat!" 7. Dissenters treated harshly.	1. Established as a profit colony for the Virginia Company of London. 2. Tobacco became a cash crop that was highly demanded back in England (an export staple) 3. Growing tobacco required large amounts of land and a large labor force 4. Indentured servitude became the answer to the need private landowners had for labor 5. Twenty Africans are brought by a Dutch ship to Jamestown for sale as indentured servants, marking the beginning of slavery in Colonial America.	1. Was founded, at least on paper, to spread the Christian gospel to the natives found in the area. 2. Had an established church (Anglican in Virginia) 3. If they were obedient to God's commands, God would bless them. If they were not obedient, God would withhold his blessing. Both colonies tended to interpret natural disasters or Indian invasions as signs of God's punishment. Religion and the state were closely intertwined. 4. Church attendance was mandated and sins such as adultery, fornication, and slander were harshly punished. 5. No religious toleration practiced in Jamestown. Roman Catholic priests, for example, were not permitted to stay in the colony for more than five days.
Social Influences	**Intellectual Influences**	**Area/Geographic Influences**
1. The Jamestown colony was made up of people from different backgrounds and social classes. 2. This posed problems between social classes that threatened the survival of the colony. 3. The "starving time" b/w 1609-1610 evolved because middle and upper class members of the colony refused to work. 4. Women were periodically sent to Jamestown in an effort to strengthen the colony but initially the colony existed with men.	1. The legend of Pocahontas evolved, becoming part of American folklore, children's books, and movies.	1. Jamestown lay within a natural border between the Tidewater and Piedmont regions. Freshwater was a challenge for the settlers. 2. The settlers picked the Jamestown location because it was far upstream and they could avoid the Spanish. 3. The original settlers sailed passed more convenient places to settle where there was plenty of fresh water available, but were too exposed to attack from enemy ships. 4. Jamestown was not a self-sufficient community. It was an isolated outpost that required constant replenishment from Europe. 5. Jamestown constantly struggled for drinking water, food and physical safety (from the natives and other Europeans). 6. Many of these first colonists tragically died due to the severe winters and also due to Indian attacks and disease.

Learning Experience:

Once students have gathered information using the PERSIA graphic organizer, they will have prior knowledge about the Jamestown colony. Using this information and the analysis from the following visual, students will be able to gain a better understanding of how the physical environment affects settlement patterns. Students will use the **APPARTS** strategy to analyze and interpret the image and make some inferences. So that students will have multiple perspectives to analyze this period of time, you may ask students to analyze other images from the Jamestown settlement.

James Fort Construction, May-June, 1607

National Park Service, U.S. Department of the Interior.
http://www.nps.gov/colo//images/20080125152941.jpg

Sample Completed APPARTS Graphic Organizer

<table>
<tr><td colspan="3" align="center">Early Settlement of American Colonists: Jamestown</td></tr>
<tr>
<td>A</td>
<td>Author
• Who created the source?
• What do you know about the author?
• What is the author's point of view?</td>
<td>Author: Sidney E. King

Mr. King is a native of Caroline County, Virginia and has made about 180 historical paintings for various park sites throughout eastern U.S. He does a lot of research to make sure that his paintings are historically accurate including travelling to England to study small cottages and dwelling places of the seventeenth century, worked with architects, archaeologists and historians, and spent many hours in libraries and archives studying Jamestown history.

The author's point of view seems to be that of the settlers of Jamestown when they first landed. This picture shows three ships close to shore as if they had been there for a short time. And, it shows their actually settlement and men working to build the settlement and fort around the settlement.</td>
</tr>
<tr>
<td>P</td>
<td>Place and Time
• Where and when was the source produced?
• How might this affect the meaning of the source?</td>
<td>The painting was produced in 1954 in Virginia. It was a part of a series of paintings that were commissioned by the National Park Service to commemorate the 350th Anniversary of the Jamestown colony.

The painting is based research about the founding of the Jamestown colony. It was created about 350 years from the founding and so it is based on interpretation of history alone. The author was not an eyewitness to the event. It may also have a particular bias towards the colonists because of why it was created and it does not depict the native settlers of the area.</td>
</tr>
<tr>
<td>P</td>
<td>Prior Knowledge
• Beyond information about the author and the context of its creation, what do you know that would help you further</td>
<td>The settlement of Jamestown began in 1607 and was the first permanent English colony. It was begun by men and boys near the James River. It shows the three ships Godspeed, Susan Constant and Discovery that brought the settlers to Jamestown.   The three ships lets you know that the colonists had to come from somewhere else because the natives did not have ships like the ones in the</td>
</tr>
</table>

		understand the primary source? For example, do you recognize any symbols and recall what they represent?	painting. The painting also shows the geography of the land, vegetation, soil and water to reveal the physical environment of the settlers. The style of clothing also indicates that the settlers were from Europe. The men in the painting also have two different style of clothing so that may represent the different social classes that were represented. There were all types of people represented such as gentlemen, artisans, craftsmen, and laborers. You see men shopping down trees using tools and carrying logs to help build the settlement. Finally, the settlers made every effort to make the colony successful, thus the building of the fort for protection.
A	**Audience** • For who was the source created and how might it affect the reliability of the source?	The painting was created for the National Park Service to commemorate the 350th anniversary of the Jamestown settlement. The audience is the general public and anyone who would visit the Jamestown site or the website in order to find out information about the Jamestown settlement. Because it was created 350 years since the settlement, the author had to recreate the scene from historical accounts. And, because it is to commemorate a particular event, it may have a particular attempt to paint a positive image of the settlement.
R	**Reason** • Why was source produced at the time it was produced?	I was produced in 1954 to commemorate the 350th Anniversary of the Jamestown settlement. It can be inferred that the National Park Service wanted to have some visual representation of the Jamestown experience in order to make the visit to the site more appealing to those who came to the site as well as have teaching resources on its website. This source shows the landscape and surroundings of the first site where the settlers landed in the New World.
T	**The Main Idea** • What point is the source trying to convey?	The painting is a depiction of Jamestown, Virginia in 1607 where the first settlers arrived. It shows how hard they worked to make this a permanent settlement that would be protected by "intruders". It also shows the diversity in the population that settled Jamestown in terms of social class. Lastly it shows the role that the physical environment played in the establishment of the settlement

| S | **Significance**
• Why is this source important?
• What inferences can you draw from this document?
• Ask yourself, "So what?" in relation to the question asked. | This source is important because it helps paint a picture of the colonial experience that does not exist.

From this image, it can be inferred that colonists were very hard working people who simply wanted to provide a dwelling for themselves that was a protected space. You may also draw the conclusion that they needed to come up with strategies for survival. They later used the environment more successfully and secured a safe water supply, planted crops for food, and began growing profitable tobacco. It helps to understand the impact of the physical environment on the colonists in Jamestown and how the colonists began the history of America in that area.

If there were no other historical records, this inference would be taken as the "whole truth" when, in fact, there are primary accounts of the colonists experience in Jamestown that shows a different side to the colonists that is not so positive. Some of the population, classified as "gentlemen-adventurers", were only interested in looking for gold and did not know how to farm. And, while the picture shows the effective use of the land, the physical environment was really one of the contributing factors to Jamestown's initial failure. |

References:
- Virtual Jamestown: http://www.virtualjamestown.org/gallery2.html
- National Park Service, U.S. Department of the Interior: http://www.nps.gov/colo//images/20080125152941.jpg
- History of Jamestown, Jamestown Rediscovery: http://www.apva.org/history/
- A brief History of Jamestown, Virginia: http://www.tobacco.org/History/Jamestown.html#aa2

Once students have analyzed the painting, they should respond to the following questions:
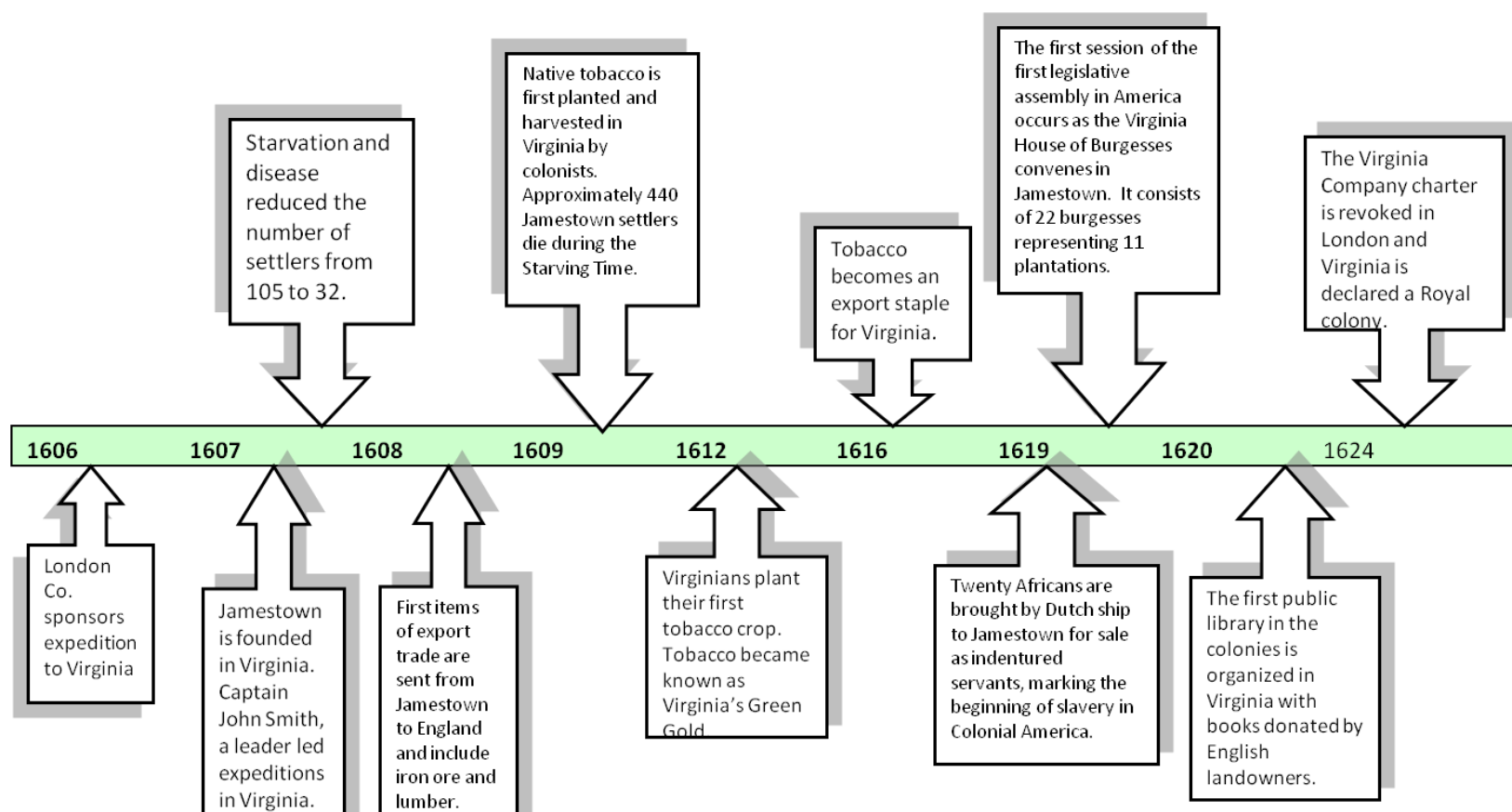
1. What insights about this historical period have you gained from this painting?
2. Based on the painting, brainstorm at least two positive and two negative consequences of the colonists arriving in the New World as it relates to the environment.

Learning Experience:

Students will use the information gathered from the PERSIA graphic organizer and the APPARTS graphic organizer to select 10-12 significant events in the history of the Jamestown colony. Using these 10-12 events, students will create their own timeline that will assist them in writing a coherent short narrative of the Jamestown colony. The narrative should have a specific focus such as the economic influences of the colony, the political influences or reasons for the development of the colony, or the social aspects of life in the colony. Students may elect to add images to their timeline to make it more visually appealing.

Sample Completed Timeline

Starvation and disease reduced the number of settlers from 105 to 32.

Native tobacco is first planted and harvested in Virginia by colonists. Approximately 440 Jamestown settlers die during the Starving Time.

Tobacco becomes an export staple for Virginia.

The first session of the first legislative assembly in America occurs as the Virginia House of Burgesses convenes in Jamestown. It consists of 22 burgesses representing 11 plantations.

The Virginia Company charter is revoked in London and Virginia is declared a Royal colony.

| 1606 | 1607 | 1608 | 1609 | 1612 | 1616 | 1619 | 1620 | 1624 |

London Co. sponsors expedition to Virginia

Jamestown is founded in Virginia. Captain John Smith, a leader led expeditions in Virginia.

First items of export trade are sent from Jamestown to England and include iron ore and lumber.

Virginians plant their first tobacco crop. Tobacco became known as Virginia's Green Gold

Twenty Africans are brought by Dutch ship to Jamestown for sale as indentured servants, marking the beginning of slavery in Colonial America.

The first public library in the colonies is organized in Virginia with books donated by English landowners.

MIDDLE GRADES SOCIAL STUDIES

Grade level/Subject: 6th Grade Social Studies
Unit Topic: The Emergence, Expansion and decline of Ancient River Valley Civilizations
Lesson Focus: Influences of Ancient Civilizations
Essential Standards: (see chart below)

STRAND	History	Geography & Environmental Literacy	Economics & Financial Literacy	Civics and Government	Culture
CLARIFYING OBJECTIVE	6.H.1.1 Construct charts, graphs and historical narratives to explain particular events or issues over time.	6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).	6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.	6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).	6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).
	6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).	6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).		6.C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.	6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).
	6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius,	6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g.,		6.C&G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for	6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure,

Charlemagne and Qin Shi Huangdi).	invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).		and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.	Indian caste system and feudal, matrilineal and patrilineal societies).
	6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.			

Unit Description:

In this unit, students will analyze how civilizations came to be and what lasting legacies they left behind. After students have used the PERSIA graphic organizer to gather information and answered the guiding questions, they could use a graphic organizer to analyze artifacts associated with this period of time to see if the primary and secondary sources are aligned. Please note: you may elect to use the artifact analysis graphic organizer prior to using the PERSIA graphic organizer. It depends on if you want to use the artifacts to generate discussion, prior to the lesson or before students begin their research.

Here is an example of how the PERSIA graphic organizer may be used in this unit of instruction.

Learning Experience:

Students will be divided into groups of 3-5. Each group should complete the graphic organizer for their assigned river valley civilization. Once all groups have been completed their graphic organizer, they will post them for other groups to use to complete the guiding questions.
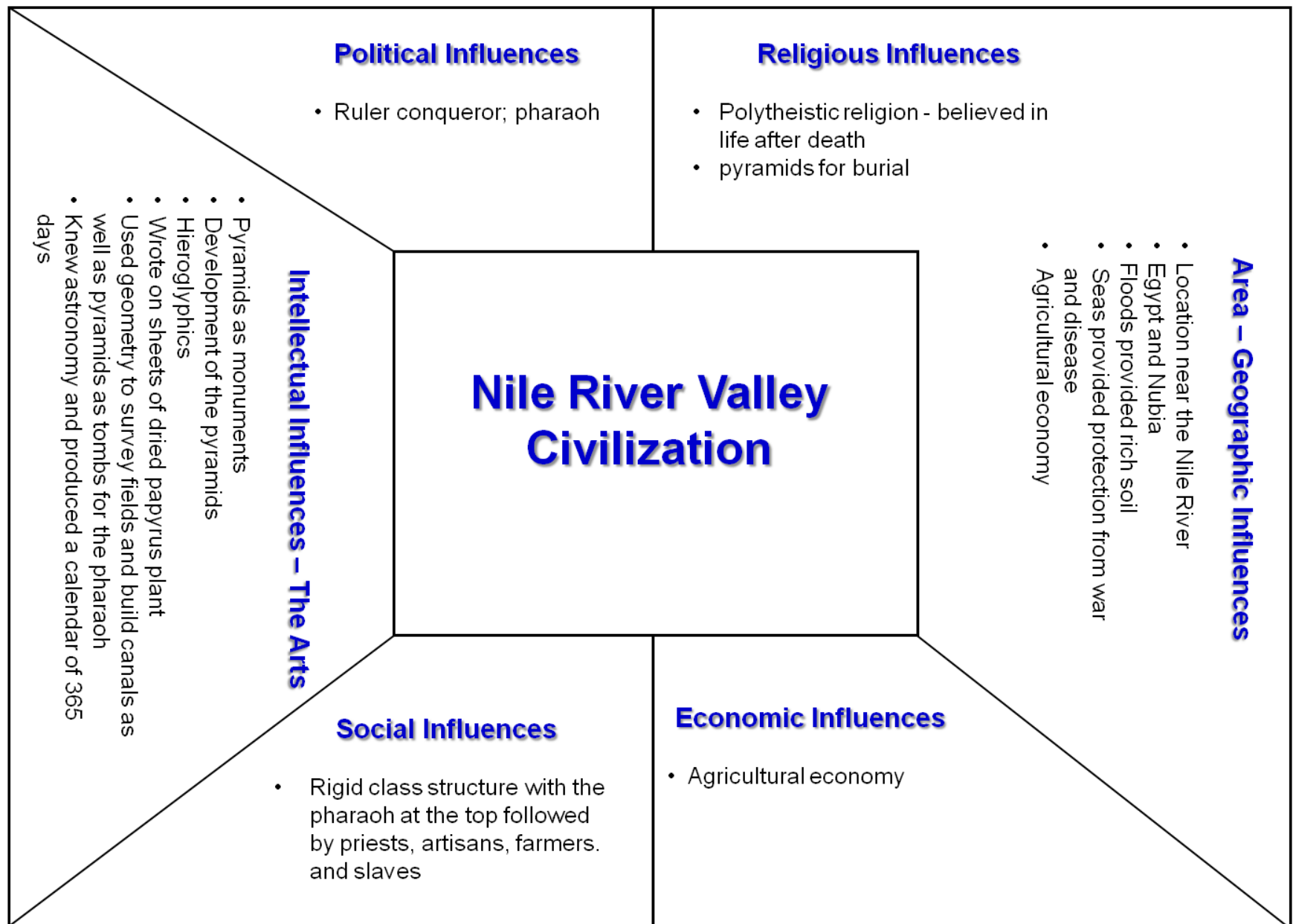
Possible Guiding Questions for Analysis:

1. These early civilizations were the first to form politically centralized societies. Why were they able to do so?
2. What commonalities do you see among the early civilizations?
3. What distinguishing characteristics set each civilization apart? Explain how they were able to form a unique identify from the other civilizations.
4. What role did geography play in the development of these early civilizations? Explain.
5. How did the economic pursuits of each civilization impact their way of life?

6. What role did technology/innovation play in the development of each civilization? What accounts for the differences/similarities?
7. What do you understand, in general, about the development of the early civilizations after completing this activity?

Resources:
- Early River Valley Civilizations background info: http://www.clevelandstatecc.edu/courses/ngreenwood/history%201110/online_presentations/first_river_valley_civilizations.htm
- Start of Civilization: http://www.icsd.k12.ny.us/legacy/highschool/socstud/global2_review/start_of_civilization.htm
- Slide Share: http://www.slideshare.net/MrKeatley/the-river-valley-civilizations
- Images: http://www.google.com/search?q=ancient+river+valley+civilizations&hl=en&rlz=1W1ACAW_enUS312US312&biw=687&bih=279&prmd=ivns&tbm=isch&tbo=u&source=univ&sa=X&ei=yTZnToDsOIbqgQfhmczZDA&sqi=2&ved=0CC8QsAQ
- Indus River Valley on Wikipedia: http://en.wikipedia.org/wiki/Indus_Valley_Civilization
- Student Essay: http://www.bookrags.com/essay-2005/2/3/194446/9419
- Web Quest: http://landmarkhs.org/news/archives/socialstudies/rivervalleys/
- The River Valley Civilization Guide: http://www.rivervalleycivilizations.com/index.php

Sample Completed Graphic Organizer for Artifact Analysis

Political Influences

- Ruler conqueror; pharaoh

Religious Influences

- Polytheistic religion - believed in life after death
- pyramids for burial

Intellectual Influences – The Arts

- Pyramids as monuments
- Development of the pyramids
- Hieroglyphics
- Wrote on sheets of dried papyrus plant
- Used geometry to survey fields and build canals as well as pyramids as tombs for the pharaoh
- Knew astronomy and produced a calendar of 365 days

Nile River Valley Civilization

Area – Geographic Influences

- Location near the Nile River
- Egypt and Nubia
- Floods provided rich soil
- Seas provided protection from war and disease
- Agricultural economy

Social Influences

- Rigid class structure with the pharaoh at the top followed by priests, artisans, farmers, and slaves

Economic Influences

- Agricultural economy

Learning Experience:
To help students understand the emergence, expansion, and decline of Ancient River Valley Civilizations, students are asked to analyze primary artifacts. Students will use the **Artifact Analysis** graphic organizer to analyze each of the artifacts and then draw conclusions about the relationship between each artifact and the period of time identified by this unit of study.

In groups, or as individuals, students will explain each of the artifacts in terms of how it connects to the Ancient Egyptian Civilization. The eight (8) artifacts provided here have been selected because they can be applied across several objectives throughout this unit of instruction. These artifacts are intended to be analyzed individually; however, taken together, they will help form powerful visual images of information and allow the mind to see undiscovered patterns and relationships.

Artifact A	Artifact B	Artifact C

Artifact C

Artifact D

Artifact E

Artifact F
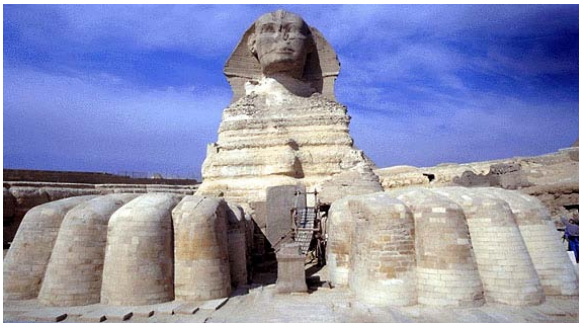
Artifact G

Sample Completed Graphic Organizer for Artifact Analysis

Graphic Organizer for Artifact Analysis

Ancient Egyptian Civilization

Men using tools & animals to plow a field

Agriculture existed during this time

Animals were domesticated

What do you infer from the details?

What are the details?

Cow or oxen

men

tools

tree

What prior knowledge do you bring?

The economy of the Nile River Valley was based on agriculture

Ancient Egypt was located near the Nile River

What is your conclusion? Explain

This image represents men who engaged in farming. They had access to tools such as a plow to be able to tend to the crops. And, the cow or oxen was domesticated because the men were able to use them for this task.

Resources:
- All images of artifacts were taken from: http://www.civilization.ca/cmc/exhibitions/civil/egypt/egypte.shtml#menu

Learning Experience:

Students will, in groups or as individuals, create nine (9) cards that represent a combination of political, economic, religious, social, intellectual, and geographic events in the history of Ancient Egypt.

1. On the back of each card, students will write a brief summary that tells why the event is significant?
2. Once the students have completed their cards, they should put them in chronological order to see the sequence of events.
3. Based on the information gathered through the PERSIA graphic organizer, the artifacts analysis, and the timeline of events, students will, individually, write a short essay that describes what they can surmise from the emergence, growth, and decline of Ancient Egypt?

Sample timeline cards:

3100-2950 BC
Foundation of the Egyptian state.

Earliest known Hieroglyphic writing.

2950 BC
City of Memphis created.

2500 BC
The first pyramid was built

The Step Pyramid

2575-2150 BC
The Great Pyramids at Giza and Dahshur were built.

2125-1975 BC
Egypt split into two states.

1975-1640 BC
Egypt is reunited by Mentuhotep.

Classical period of art and literature.
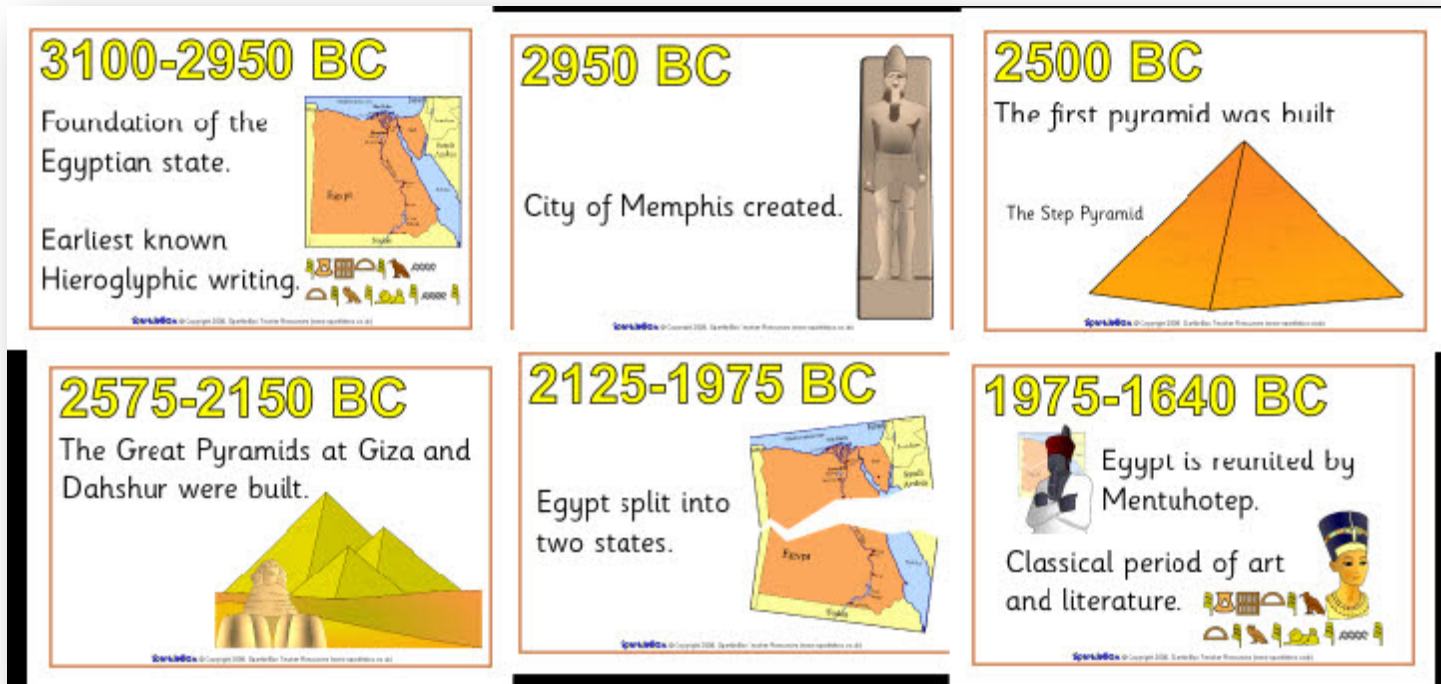
Resources:
  ▪ Images taken from: http://www.sparklebox2.co.uk/166-170/s2b170.html

HIGH SCHOOL SOCIAL STUDIES

Subject: World History
Unit Topic: Columbian Exchange
Unit Focus: Transformations in the emergence of the first global age – Students will analyze exploration and expansion in terms of its motivations and impact.
Essential Standard Focus: WH.H.5 Analyze exploration and expansion in terms of its motivations and impact.
Essential Standards/Clarifying Objectives: (see chart below)

STRAND	HISTORY	GEOGRAPHY & ENVIRONMENTAL LITERACY	ECONOMICS & PERSONAL FINANCIAL LITERACY	CIVICS AND GOVERNMENT	CULTURE
CLARIFYING OBJECTIVES	**WH.H.5.1** Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).	**WH.H.5.1** Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).	**WH.H.5.1** Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).	**WH.H.5.1** Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).	**WH.H.5.1** Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation

				colonies, rise of capitalism, etc.).
WH.H.5.2 Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).	**WH.H.5.2** Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).	**WH.H.5.2** Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).	**WH.H.5.2** Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).	**WH.H.5.2** Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).
WH.H.5.3 Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).	**WH.H.5.3 Analyze** colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).	**WH.H.5.3** Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).		**WH.H.5.3** Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).

	WH.H.5.4 Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchial funding, corporations, creation of capital markets, etc.).		WH.H.5.4 Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchial funding, corporations, creation of capital markets, etc.).		

Here is an example of how the PERSIA graphic organizer may be used in this unit of instruction.

Learning Experience:

Students will be divided into groups of 3-5. Each group should complete the graphic organizer for their assigned area connecting to the Columbian Exchange. Once all groups have finished, they will post their graphics for other groups to use to complete the guiding questions.

Possible Guiding Questions for Analysis:

Basic Questions:
1. Recall ways in which the global economy was stimulated by the influx of gold and silver into the European economy.
2. Why were the missionary campaigns in the New World considered to be "harsh"?
3. Elaborate on ways in which the Spanish implemented slavery into the native culture.
4. Recall at least 5 new foods that were introduced to Europe from the New World and explain how each influenced or changed European society or the region in which it dominated?
5. How did disease become a major factor in the geography of the New World?

Critical Thinking Questions/Tasks:
1. Making inferences from the points shared in the graphic organizer exemplify how the Americas and the New World were laboratories capitalism, investment and impetus for technological improvements of transportation and production.
2. Explain how the reduction in the native population of the New World made it easier for Europeans to replace native practices with practices from the Old World.
3. How did the gold and silver plundered from the Aztec and Inca empires led to inflation as well as economic opportunity for some?
4. Why did the riches and resources of the Columbian Exchange fuel the conquest of the New World and the struggle for power?

5. Why are the descriptions provided by the explorers and conquistadors considered cultural and intellectual legacies of the Columbian Exchange and not the pyramids and civilizations discovered in the New World?
6. Now that you have completed the graphic organizer about the Columbian Exchange, what do you understand, in general, about the development of the both the New World and the Old World?

Performance Task:

Once students have used the PERSIA graphic organizer to answer the guiding questions, the teacher will have each student create an interactive poster/flyer which will attempt to persuade the reader to either support or not support the Columbian Exchange.

Student Directions: Imagine you are traveling back in time. Create an interactive poster or flyer that would persuade a potential investor to provide financial assistance to support your participation in a particular sector of the Columbian Exchange. You must determine what particular sector for which you would like to participate i.e. transportation, commodities, cultural exchange, finance, etc.

Technology Tools
You may use the following technology tools to create your flyer:
PowerPoint, Prezi, Microsoft Publisher, Glogster, Movie Maker/iMovie, etc. (Check with teacher prior to final selection of technology tool.)

Rubric
Click on the link below to see the rubric by which you will be assessed: http://rubistar.4teachers.org/index.php?ts=1321988161

Resources:

- The Columbian Exchange Wikipedia article http://en.wikipedia.org/wiki/Columbian_Exchange
- Economics and the Columbian Exchange http://daphne.palomar.edu/scrout/corporat.htm
- The Columbian Exchange and the Trans-Atlantic Slave Trade Essay: http://www.oppapers.com/essays/Columbian-Exchange-Transatlantic-Slave-Trade/115215?read_essay
- European views of the effects of exploration on Native Americans - http://www.youtube.com/watch?v=dm9VBCS-_gA
- Africans started slavery – how it REALLY happened - http://www.youtube.com/watch?v=IKjuu1ZOF-o&feature=related
- Trans-Atlantic Slave Trade - http://videos.howstuffworks.com/discovery/29888-assignment-discovery-atlantic-slave-trade-video.htm
- "*The Columbian Quincentenary: An Educational Opportunity*" An official position statement developed by National Council for the Social Studies, October 1991
- Crosby, Alfred W. THE COLUMBIAN EXCHANGE: BIOLOGICAL AND CULTURAL CONSEQUENCES OF 1492. Westport, CT: Greenwood Press, 1972.

Sample Completed PERSIA Graphic Organizer

Intellectual Influences – The Arts
- Explorers' extensive descriptions of native peoples and their cultures.
- Maps and descriptions accumulated over 200 years
  - these are still examined by scholars today

Religious Influences
- Harsh conversion of the natives of the New World
- Global spread of Catholicism/ Christianity

Political Influences
- Rivalries between European powers that fuelled the conquest of New World
- Military campaigns to fight for the balance of power in Europe
- The political legacy in Europe, influenced by gold & silver plundered from the Aztec and Inca empires, led to inflation which made it possible for Phillip II of Spain to become the most powerful ruler in Europe

The Columbian Exchange
The Columbian Exchange massively benefited the people of Europe and its colonies while bringing catastrophe to Native Americans.

Economic Influences
- Led to greed and competition among nations
- Created global interdependence-economic
- Led to the commercial revolution
- The influx of new wealth led to the population growth in Europe

Social Influences
- The spread of Western civilization
- Harsh conversion of the natives of the New World
- Slavery Introduced

Area – Geographic Influences
- The world became more globally integrated
- De-population though disease
- New foodstuffs, Ideas and people into the New World
  - diets of Europeans greatly enriched by the introduction of new crops from the Americas which led to a population boom in 17th century Europe

Sample Completed PERSIA Graphic Organizer

The Columbian Exchange massively benefited the people of Europe and its colonies while bringing change to the culture and environment of the natives of the Americas.		
Political Influences	**Economic Influences**	**Religious Influences**
• The political legacy in Europe: gold & silver plundered from the Aztec and Inca empires led to terrible inflation which made it possible for Phillip II of Spain to become the most powerful ruler in Europe ➢ It also set off rivalries between European powers that fuelled the conquest of the New World • Politically, the contemporary world-wide international system was born in the extension of intra- European conflict into the Western Hemisphere, the establishment of European colonies in the Americas, and the accompanying intrusion of Europeans into the political affairs of Native Americans, and the Native Americans' influence on the political and military affairs of European states.	• The Europeans were able to transport their institutions (systems or trade, means of controlling resources, work practices, etc.) to the new world. • European domination was made easier due to the drastic reduction in the native population. • Led to greed and competition among nations • The influx of new wealth led to the Population Growth in Europe • Created global interdependence-economic • Led to the commercial revolution	• conversion of the natives of the New World to Christianity • Global spread of Catholicism/Christianity
Social Influences	**Intellectual Influences**	**Area/Geographic Influences**

• The spread of Western civilization i.e. religion, customs, values and belief systems, political systems, technologies)
• Slavery Introduced in various ways
  o Encomienda system
  o Repartimiento system
  o Mita system
  o Indian Reduction system
  o Trans-Atlantic Slave Trade
• De-population of the indigenous population of the New World though the spread of disease
	• Maps and descriptions accumulated of lands and resources found in the New World
	  ➢ These are still examined by scholars for information today
	• The explorers' primary legacy remains their extensive descriptions of Native peoples and their cultures.
		• Global migration patterns
		• The spread of Western civilization
		• Brought new foodstuffs, ideas and people into the New World – cultural diffusion (to Europe as well)
		• These new foods became staples of human diets, and new growing regions opened up for crops
		  ➢ Improve diets of Europeans
		  ➢ Improved diet led to population boom in 17th C Europe
		  ➢ European population boom contributed to food, clothing, and housing shortages
		  ➢ Triggered higher prices for everything, which lead to out migration from Europe

Learning Experience:

To help students understand the main ideas that emerged from exploration and expansion students are asked to read and analyze historical documents. Students will use the **APPARTS** strategy to explain each of the six (6) artifacts highlighted in this unit of study. These six (6) documents will help students form powerful visual images of information and allow them to see undiscovered patterns and relationships. These documents have been selected because they can be applied across several objectives throughout a unit of instruction. The intent is that the documents be analyzed independently of each other and then used to make both independent and collective evaluations. It is the desire that **APPARTS** will be used to explain each of the six (6) documents and the relationship among them in terms of the concepts of exploration, expansion, power, conflict and change. Once students have completed the graphic organizer for each document, they will respond to the guiding questions included with each image.

Documents/Artifacts to Use - Graphic Organizer for Artifact Analysis

Document A

Tenochtitlán by Hernando Cortés.

"This great city of Tenochtitlán is built on the salt lake, and no matter by what road you travel there are two leagues from the main body of the city to the mainland. There are four artificial causeways leading to it, and each is as wide as two cavalry lances. The city itself is as big as Seville or Córdoba. The main streets are very wide and very straight; some of these are on the land, but the rest and all the smaller ones are half on land, half canals where they paddle their canoes. All the streets have openings in places so that the water may pass from one canal to another. Over all these openings, and some of them are very wide, there are bridges. . . . There are, in all districts of this great city, many temples or houses for their idols. They are all very beautiful buildings. . . . Amongst these temples there is one, the principal one, whose great size and magnificence no human tongue could describe, for it is so large that within the precincts, which are surrounded by very high wall, a town of some five hundred inhabitants could easily be built. All round inside this wall there are very elegant quarters with very large rooms and corridors where their priests live. There are as many as forty towers, all of which are so high that in the case of the largest there are fifty steps leading up to the main part of it and the most important of these towers is higher than that of the cathedral of Seville. . . ."

Understandings:
- Movement and interaction of people and ideas affects all societies involved.
- Explorers, reflecting different cultures and religions often seek to imprint their identities on settlements.

Questions to consider while analyzing the image:
What are some of the objects and structures that Cortés sees in Tenochtitlán?
What does this primary source tell you about the city? What does Cortés' account tell you about the Aztec people?
What technology does Cortés mention in his account that shows the Aztecs were able to adapt to this environment?
What impressions might Cortes and his men have gotten about the city and how it could benefit the crown?

Document B

The Effects of the Columbian Exchange [Painting, unknown author, public domain]

Even as the Aztecs fought to defend their capital from Hernán Cortés and his men, they fell victim to diseases introduced by the Spaniards. This drawing depicts Indians suffering from smallpox, one of the deadliest diseases introduced by the Europeans.

Understandings:
- The methods of and motivations for exploration and conquest can result in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- The desire for resources and markets can be catalysts for exploration and may lead to increased global interaction, economic competition and additional colonial possessions.
- Movement and interaction of people and ideas affects all societies involved.

Questions to consider while analyzing the image:
What is the significance of contact with the Europeans for Native Americans in pre-Columbian America?
What role did disease play in the European conquest of the New World?
Why were European diseases so catastrophic to Native American populations?
Why didn't as many Europeans die from smallpox?
How does the artist portray the disease and its victims?
How do you imagine that the Amerindians interpreted the arrival of these previously unknown and destructive diseases?
Why might this image have been included by the indigenous authors in their explanation of the conquest?

Document C

[Painting: Dióscoro Teófilo Puebla Tolín. First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492. Publisher: Currier and Ives.] 1862 (published circa 1892). [Public domain]

Understandings:
- The methods of and motivations for exploration and conquest can result in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- Movement and interaction of people and ideas affects all societies involved.
- Explorers, reflecting different cultures and religions often seek to imprint their identities on settlements.

Questions to consider while analyzing the image:

What do you see happening in this illustration?
Who do you think these people are?
How does this picture make you feel?
What is the artist trying to convey?
Brainstorm for a few minutes about the consequences (good and bad) of Columbus's arrival in the new world. List at least 5 good consequences and 5 bad consequences.

Document D
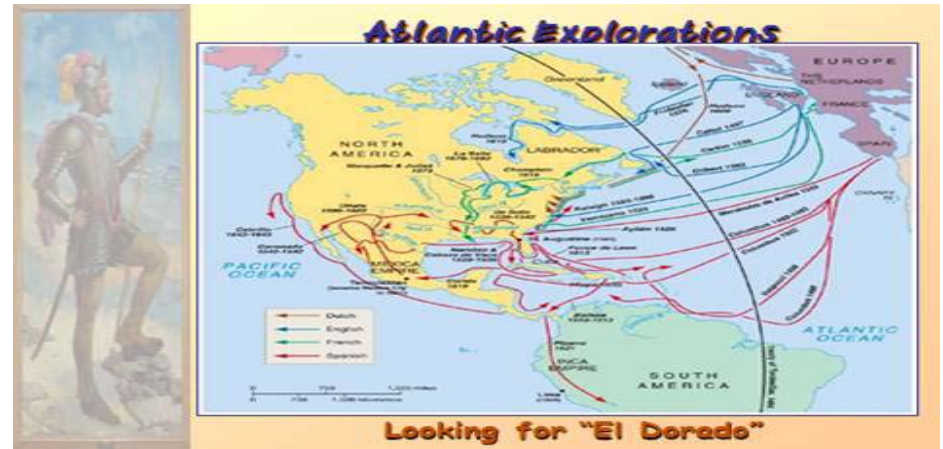
Map of Atlantic Explorations Looking for Gold

Understandings:
- Movement and interaction of people and ideas affects all societies involved.
- Economic revolutions instigate global trade, promote new business methods and increase competition for profits.
- Mercantilism stimulates expansion through trade, conquest and colonization.

Questions to consider while analyzing the image:

Why did the influx of gold, and especially silver, into Europe create an inflationary economic revolution?
What does this map convey about new products being introduced across the continents?

Document E

Map of The Columbian Exchange

Understandings:
- The methods of and motivations for exploration and conquest can result in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- The desire for resources and markets can be catalysts for exploration and may lead to increased global interaction, economic competition and additional colonial possessions.
- Movement and interaction of people and ideas affects all societies involved.

Questions to consider while analyzing the image:
What was the Columbian Exchange?
Who was involved in the exchange?
What items were traded with the Columbian Exchange?
What diseases were brought to the Americas?
Why would the Columbian Exchange be responsible for contributing to economic stimulation?
What new resources were introduced into each of these: Africa, Europe and the Americas?
What trends or patterns do you think may have been developed as a result of the Columbian Exchange?
What were the lasting effects of the Columbian Exchange?

Document F
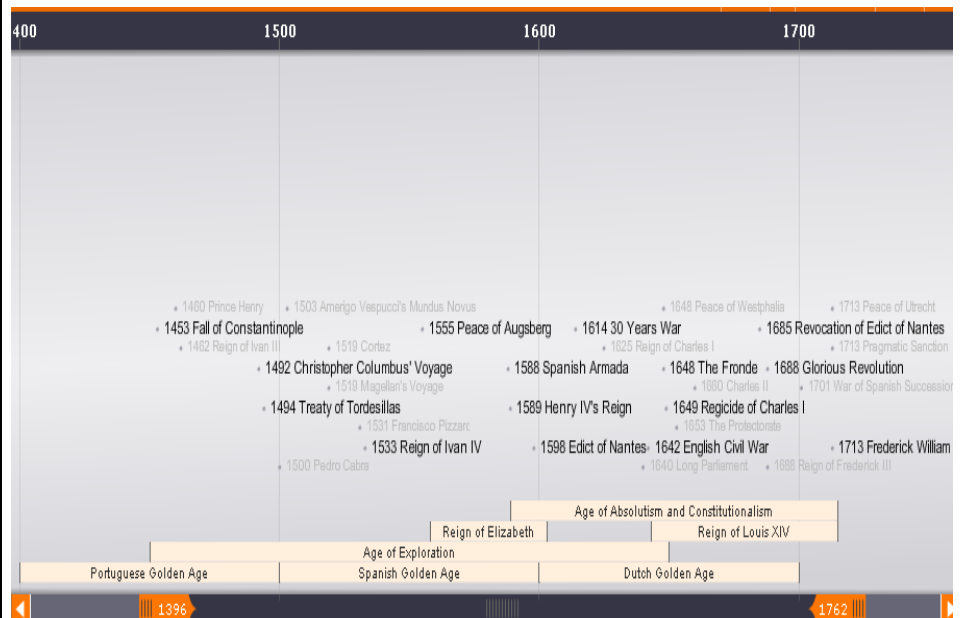
Age of Exploration and Absolutism Timeline

Understandings:
- Imperialism and colonization prompts political, military and economic conflict among and between people and groups while initiating global interactions that can result in the development of new systems.
- Movement and interaction of people and ideas affects all societies involved.

Questions to consider while analyzing the image:
What is the purpose of this timeline?
What is the basic unit of measurement for this timeline - hour, day, month, year, or century?
What local events were occurring during the period represented by this timeline?
Select 2 events on the timeline and explain what they do and do not have in common.
Which events on this timeline "caused" other events to occur?

Sample Completed APPARTS Graphic Organizer

<table>
<tr>
<td colspan="3">Document E
(The Columbian Exchange Map)</td>
</tr>
<tr>
<td>A</td>
<td>AUTHOR
• Who created the source?
• What do you know about the author?
• What is the author's point of view?</td>
<td>The creator of Document E is unknown. The relevance of the document lies within its title, The Columbian Exchange. The Columbian Exchange is a phrase and concept first coined in a book written in 1972 by social historian Alfred W. Crosby, The Columbian Exchange. Crosby's focus was on providing biological and geographical explanations for why Europeans have been able to succeed with relative ease in the Americas and Caribbean as well as Australia. Crosby's believes that the Columbian Exchange greatly affected almost every society on Earth.</td>
</tr>
<tr>
<td>P</td>
<td>PLACE AND TIME
• Where and when was the source produced?
• How might this affect the meaning of the source?
•</td>
<td>The knowledge of where and when Document E was produced is unknown. The document is a map with graphic representation of information presented in picture form. The information is presented for the analysis and interpretation of those using it. Thus, the meaning of the map becomes based upon the understanding of the person using it and the additional information and research that they apply to what is presented on the map...</td>
</tr>
<tr>
<td>P</td>
<td>PRIOR KNOWLEDGE
• Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source?</td>
<td>The Columbian Exchange is sometimes known as the Grand Exchange, it is a term used to denote the massive exchange of agricultural goods, slave labor, communicable diseases, and ideas between the Eastern and Western Hemispheres which occurred after the Christopher Columbus's first voyages to the Americas.</td>
</tr>
<tr>
<td>A</td>
<td>AUDIENCE
• For whom was the source created and how might this affect the reliability of then source?</td>
<td>In that this document is a map representation its primary purpose is that it be used as to understand the movement and flow of goods, people, ideas, disease, etc. between the old world and the Americas that were newly discovered by the Europeans. The information and picture representations on the map are visual representations of accepted information and definitions that are used to describe and define the Columbian Exchange. The map is a simple representation of information widely used by historians, sociologists, geographers, etc.</td>
</tr>
<tr>
<td>R</td>
<td>REASON
• Why was this source produced at the time it was produced?</td>
<td>A map is a visual representation of an area or areas on the earth that depict relationships between the geography presented and symbolic elements of or along that space. Before European exploration began, regions were extremely closed off and often isolated from one another. Particles and other wind-borne things could travel or would be carried by birds, but at a very slow exchange rate prior to European travel by ships. This document provides a visual representation which helps to support the accepted definition of the Columbian Exchange (The transmission of non-native plants, animals, and diseases from Europe to the Americas, and vice versa, after 1492).</td>
</tr>
</table>

	THE MAIN IDEA	The Columbian Exchange was both biological and cultural. The Columbian Exchange was most beneficial for the
T	• What main point is the source trying to convey? • What is the central message of the document?	Europeans because they gained new resources that not only increased population but created economic stimulation. Population increase led to colonization and building of empires. Africa also gained new resources. However the Columbian exchange marked the increase of a new part of African history, the slave trade. The native people of the Americas gained more resources and tools at a terrible price. When the Europeans came over they brought disease that wiped out almost entire populations.
S	SIGNIFICANCE • Why is this source important? • What inferences can you draw from this document? • Ask yourself, "So what?" What should a student of history or politics take away from the analysis of this document?	Before regular communication had been established between the two hemispheres, the varieties of domesticated animals and infectious diseases that affected humans, such as smallpox, were present within society on a greater scale in the Old World than it was in the Americas. Many explorers, missionaries and adventure seekers explored and migrated to the new world with animals or people who carried diseases, or were brought by traders from Asia, so diseases of two continents were suffered by all involved. While Europeans and Asians were affected by the Eurasian diseases, their endemic status in those continents over centuries caused many people to acquire immunity to them. These diseases of the explorers and people traveling to the new world had a devastating impact on Native American populations because the Native American people had no natural immunity to the new diseases. Having an understanding of the information in presented in this document when combined with additional information and knowledge acquired from other documents and data charts helps explain the Columbian Exchange which in turn helps a person be able to explain possible reasons why the indigenous people of the new world and their empires collapsed while European colonies thrived after Columbus's arrival in the New World in 1492. It also helps in the understanding the connection that The Columbian Exchange played in why Africans were sold into slavery on the far side of the ocean to toil in fields of tobacco, sugar, and cotton.

Here is an example of how a timeline may be used in a unit of instruction.

Learning Experience:
Students will use the interactive timeline below to make comparisons across eras in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries. They will make this comparison by responding to the following questions:

Possible Guiding Questions for Analysis:
> **Factual Questions:**
> • What is the purpose of this timeline?
> • What major historic events were occurring during the founding of British colonies?
> • What major historic events were occurring during the decline of indigenous populations of the Caribbean, Mesoamerica and North America?
> • What major economic and trading events were occurring in Europe, Asia, America and Africa during the Commercial Revolution?
> • What major events were occurring during the Trans-Atlantic slave trade?

- What areas of Europe were Europeans migrating from and what part of the globe were they migrating to during the period represented on the timeline?

Critical Thinking Questions:
- What trends, or changes over time does this timeline suggest?
- Select 2 events on the timeline and explain what they do and do not have in common.
- How were events selected for this timeline? Would missing elements change the timeline's representation of this time period?
- What conclusions would you make about the effects the Age of Exploration?
- How might the Commercial Revolution have a causal effect on the other areas of the timeline?

References:
- Lister, Virginia. "Action Research Plan: Using Multimedia Timelines To Increase Time/Event Connections." 2008. Print.
- Age of Discovery Background Information: http://www.historyguide.org/earlymod/lecture2c.html
- Age of Discovery on Wikipedia: http://en.wikipedia.org/wiki/Age_of_Discovery
- Age of Discovery on About.com.Geography: http://geography.about.com/od/historyofgeography/a/ageexploration.htm
- Age of Discovery Timelines:
    - http://www.travelinsurancereview.net/Travel-Facts/exploration-timeline.html
    - http://bruceruiz.net/PanamaHistory/age_of_exploration_time_line.htm
    - http://www.timelineindex.com/content/select/215/912,215?pageNum_rsSite=1&totalRows_rsSite=94
- The Columbian Exchange and the Trans-Atlantic Slave Trade Essay: http://www.oppapers.com/essays/Columbian-Exchange-Transatlantic-Slave-Trade/115215?read_essay

Sample Timeline

TRANSFORMATIONS IN THE EMERGENCE OF THE FIRST GLOBAL AGE

1400   1450   1500   1550   1600   1650   1700   1750   1800

Age of Exploration
1430 - 1630

Founding of British Colonies
1550 - 1776

Catastrophic decline of indigenous populations
1479 - 1713

Commercial Revolution
Early 1400s – 1760s

Trans-Atlantic slave trade
1502 - 1698

Migration of Europeans
1502 – 1770s

Note: In order to access the video in the interactive timeline, you must press the control key and click on the video icon at the same time. This should take you to the online videos. If the links are not working, you may copy and paste the link in your web browser. The links for all videos are listed below.

Video and Online Links Embedded in the Timeline Example:

- **Age of Discovery:**
  - Age of Exploration: http://www.teachertube.com/viewVideo.php?video_id=201633&title=Age_of_Exploration&vpkey=ab31343277
  - Age if Exploration – Pre-Colonial America - http://www.youtube.com/watch?v=DJWg3RgOxBA&NR=1
- **Founding of the British Colonies in North America:**
  - History of the British Empire - http://www.youtube.com/watch?v=bWedTbuAtR4&feature=related
  - Colonial America 1497-1763 - http://www.youtube.com/watch?v=5BvG_mGwKa8
- **Decline of indigenous populations:**
  - European views of the effects of exploration on Native Americans - http://www.youtube.com/watch?v=dm9VBCS-_gA
- **Trans-Atlantic Slave Trade:**
  - Africans started slavery – how it REALLY happened - http://www.youtube.com/watch?v=IKjuu1ZOF-o&feature=related
  - Trans-Atlantic Slave Trade - http://videos.howstuffworks.com/discovery/29888-assignment-discovery-atlantic-slave-trade-video.htm
- **Commercial Revolution:**
  - Exam questions and explanations on the Commercial Revolution - http://supportinformation.wikispaces.com/Graphic+Organizer+Support
  - Article "Commercial Revolution" - Wikipedia article -http://en.wikipedia.org/wiki/Commercial_Revolution
- **Migration of Europeans:**
  - Online article "Immigration 1500-1700" - http://www.spartacus.schoolnet.co.uk/USA1500.htm